



Sprouting Melodies® Sayings

On music and development

- ✓ The building blocks of music development are just as significant as the benchmarks in learning to talk or walk or think.
- ✓ Music brings people together in a common activity and helps them gather. This kind of music generally has a vigorous rhythm, strong meter and clear structure.
- ✓ Sometimes communicating through spoken language is challenging. Music, because of the way that it is processed in the brain, often by-passes these other difficulties.
- ✓ Why use music? Research and experience show time and again that music draws attention, encourages shared activity, and makes repetition easier.
- ✓ Research shows us that young children will change their focus and attention when they hear a dissonant or unexpected sound. Did you hear your child off in a corner singing or creating a song about their doll, or the picture they are drawing? As they grow, children often become 'secret singers' and will need to have this freedom in order to have the song become truly their own. The best thing for a grownup do at this point is...nothing! Respect your child's need for separation and time alone in music and play.

On the music of Sprouting Melodies

- ✓ The music of Sprouting Melodies is child-like not childish.
- ✓ The music of Sprouting Melodies is simple, not simplistic.
- ✓ Hear how I emphasize the first beat of each measure? This creates momentum across time and helps your child to organize.
- ✓ Studies of early grownup and child relationships show that the grownup often uses a higher pitched sing-song tone sometimes called 'motherese'.

On the role of the grownup in Sprouting Melodies

- ✓ When you are involved in music you support your child and show that you respect music and *being* in the music.
- ✓ All through history singing to a child has always been a way to create and strengthen the loving bond.
- ✓ Your face should reflect the mood you want the child to mimic - perseverance, or joy or anticipation.
- ✓ Remember that play is the work of the child. Show you value that work by taking the meaning and purpose of the songs seriously.
- ✓ As your child grows, they often begin to sing their own songs. Many children prefer to keep these songs, or song fragments to themselves.



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Gathering Song

- ✓ Body part identification is part of self-awareness and awareness of the child's body.
- ✓ We focus on functional body parts; parts the child uses every day.
- ✓ Here is a great alternative to the familiar head, shoulders, knees and toes - focusing on functional body parts and top to bottom consistently.
- ✓ It's okay if the kids aren't patting, clapping, stamping, it's good for you to gently help your child clap with hand-over-hand (putting your hand over or under theirs.)
- ✓ There are stages of helping young children. Once they begin to do a movement themselves, they really don't need or want you to do it for them.
- ✓ Clapping hands is not a skill we expect for very young children. Young children can put their hands on the outside of the grownup's hands or the parents can clap one of the babies hands.
- ✓ We all want to see our babies clap, but realistically patting and knees and moving feet is easier. Patting knees in the easiest.
- ✓ Young children and babies take in so much information from their feet. So if they cannot stamp their feet independently, you can lift them up and jump with their feet on the floor. Use enough power so they are getting nice firm contact with the floor on the bottoms of their feet, or take the palm of your hand and hit it against the bottom of the feet.
- ✓ A firm touch is better than a light touch - a light touch can be uncomfortable. A firm touch is more secure and more comfortable sensory input.
- ✓ We want the children to feel the touch under their skin
- ✓ Light touches sometimes give us the heeby-jeebies and many children don't like it.
- ✓ You can share this information with other family members who want to play with your baby.
- ✓ These songs are great when visiting unfamiliar extended family members. The music is so familiar, the child can feel comfortable in uncomfortable environments
- ✓ Music gives you and your child a fun activity to do with others.
- ✓ Steady beat development is so important for organization and regulation.
- ✓ Internalizing a steady beat prepares us for life and learning.
- ✓ Internalizing a steady beat affects our ability to walk, to talk, to read, to write, and move around in any environment.
- ✓ Not all kids develop a steady beat naturally
- ✓ In the circle, the music moves from the edges into the center. The amplified sounds become a central point where everyone contributes.



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Hello Song

- ✓ When a child is acting shy, it's okay. They are being put on the spot. Many kids don't like it when all attention is on them.
- ✓ We use the child's name so they can identify themselves and understand that this sound and word is 'them'.
- ✓ Using names helps children to identify their peers.
- ✓ Using names Increases self-awareness and awareness of others.
- ✓ Learn the sign for "me". It is one of the *Power Words* for young children.
- ✓ Turn taking and waiting are not easy at this age and a hello song is a great way to introduce turn taking and waiting with friends and the structure of music makes it successful.

Lap Ride/Tickle Songs

- ✓ These songs are really great for kids when they are running around the room and bouncing off the walls and they need sensory input.
- ✓ Lap Rides are good for equilibrium, feeling balanced and centered. Think of when you have a cold or a sinus infection and you feel dizzy, your balance is off. Developing a sense of balance allows you to feel more centered and more comfortable. It helps the child learn to walk and move safely.
- ✓ These songs are great for closeness and bonding with the child.
- ✓ Singing and moving is also good for closeness, but the lapride in particular is great because your child is actually on your lap.
- ✓ Ways to use this song at home.
 - A great getting into the high chair song
 - A great waiting in the doctor's office song
 - A great getting into the car seat song
 - Great for distractions
- ✓ Getting pressure under their skin is important. When tickling, make sure you give them that deep pressure, not just surface.
- ✓ Same with "hug and squeeze" one - give the child deep pressure.
- ✓ Visual input is really important. The children see your hands getting closer and closer and they are anticipating what's coming next!
- ✓ Anticipation is a great tool in music and songs that really creates increased brain activity.
- ✓ To go back to your Anatomy and Physiology class, we want to stimulate our kiddo's brains with music because it makes the synapses more active and creates more neural connections.
- ✓ When your child is comfortable and feels safe in the group, shift position so they can look outward toward all their other friends who are also having fun.



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Instrument Play

- ✓ An instrument is something outside of the child, but also something a child can use to transform the world outside.
- ✓ Instruments can jingle or bang or clink or ring. The important thing is the meaning behind the sound.
- ✓ Instruments can make a child feel like part of the group. Or they can be a way for the group to celebrate the individuality of the child.
- ✓ Instruments give a clear and immediate response to an action. We hear the sound; we feel the action; we see the motion; we understand the connections.
- ✓ Instruments help children learn and understand patterns. Music stops. Music starts. Music speeds up and slows down. What comes first? What comes next? How long should I wait before I play mine? What do I need to listen to before I know when to play?

The Instrument Exploration Song

- ✓ Exploration is the purpose of the song, so it's okay for the kids to grab a bunch of different instruments.
- ✓ Trying lots of instruments is great for the kids.
- ✓ It's fine for the kids to explore the room and see what the grownups are doing and what the other kids are doing.
- ✓ The more comfortable the parent is, the more comfortable the child will be.
- ✓ This time is for the child to become acclimated to the room and their surroundings.
- ✓ It's time for them to get comfortable in their new space.
- ✓ See how they listen for the "Stop" in the music?
- ✓ The music stopped - what happened? See how the kids are waiting and attending?
- ✓ Older kids or kids who are more comfortable can initiate the music and get it going again.
- ✓ Vocalizing when the music stops is a great early communication skill.

Developing Joint Attention

- ✓ Oftentimes people think babies can't attend, but we know from research and what we see here in class that they can.
- ✓ Joint attention is incredibly important for learning.
- ✓ For a child to be successful in preschool, they need to be able to focus on the one most important thing that's happening in the room.
- ✓ Younger kids will show attention through eye gaze or head and body turn to the music.



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Gross Motor Movement (March Run Jump, Animal Song)

- ✓ When holding the baby, it's a great experience of closeness.
- ✓ Music is a play space for shared activity.
- ✓ Jumping together, dancing together, playing together all cement the peer attachment.
- ✓ As you move and play, look directly at the child's face and show them that you are having as much fun as they are.

Cool Down (Book, Scarves, Animals)

- ✓ This is the cool down, we're coming down from the high energy level of marching, running and jumping, and getting ready to say goodbye.
- ✓ With the scarf song, we are bringing to focus to parent and child and away from the big group, but the focus of the song is more inward.
- ✓ The decreased activity is calming to our bodies, and even if the little ones are moving around, the mood of the room has changed.
- ✓ The scarves create a relaxing environment because they don't make sound.
- ✓ It's a quiet sensory experience.
- ✓ We need to emphasize the changes in dynamics and tempo and timbre to make this song a cool down song.
- ✓ This song shows how you can use your voice at home to bring the energy level down. Sometimes our kids are just wired and they need help to cool down a little bit.
- ✓ We're not looking for adult-like toddlers, but we are looking for a slower tempo and energy.
- ✓ Certain kids are more energetic, and we can use the music to help them regulate to a slower, quieter tempo.
- ✓ It is fun to provide a defined physical space for the music activity when the children need to be close. The space could be inside a hula-hoop, on a shallow step, in a tent, or under a scarf.

Goodbye Song

- ✓ Change is hard for everyone, but learning how to work through it in music will get your child ready for other challenges.
- ✓ See how they know it is time to go? They will be able to remember the song each week and will begin to anticipate the end of music.
- ✓ We keep a routine of music and activities each week so your child can predict and get themselves ready for the next event.



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Sharing Concerns

These comments should be made privately or discretely before or after a session or in a phone call.

- ✓ I like the way that Johnny sings. I see, though, that he has trouble with saying the words. Do most people understand him when he talks?
- ✓ Sarah seems to get upset every time we play the drum. Are there some sounds that make her uncomfortable?"
- ✓ There is so much going on in our music group. Sometimes Michael seems overwhelmed. Is there something I can do to make him more comfortable?"
- ✓ Tell me about the music that Mary likes at home. Maybe there are songs that we could use that will be more motivating for her."
- ✓ I really want you and Thomas to get the most out of our music classes. Do you have some ideas of things we could try here to make things go smoother?"
- ✓ I seem to notice that he has a hard time recovering every time we transition or take something away.
- ✓ I've noticed that in music class, _____. Have you noticed this in other environments?
- ✓ I noticed David was upset by a new song in today's group. Can you tell me about how David reacts to other changes in his routine?
- ✓ Can you tell me more about how Susan responds new situations and places when you go out in the community?